Основу каждого типа наставника для дуального обучения студентов составляет совершенствуемая в ходе внутрифирменной подготовки психолого-педагогическая компетенция (ее мотивационно-ценностный, когнитивный, процессуально-деятельностный и рефлексивно-аналитический компоненты), которая может быть сформирована на одном из уровней: высоком, среднем, достаточном. В свою очередь, компетенции дифференцируют потенциальные функции наставника для каждого выделенного типа («ментор», «тьютор», «коуч», «фасилитатор»).

Программа подготовки предусматривает пошаговое достижение каждого типа за счет освоения материалов учебных модулей, также дифференцированных по уровням. Каждый модуль сопровождается контрольным этапом с оценкой достижения уровня психолого-педагогической компетенции, весь курс на каждом из уровней заканчивается разработкой проекта.

Таким образом, осуществляется дифференцированная подготовка с выстраиванием собственной траектории развития и индивидуальными образовательными маршрутами наставников для дуального обучения студентов.

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М. В. Фоминых, С. Волит

M. V. Fominykh, S. Wallett

ФГАОУ ВО «Российский государственный профессионально-педагогический университет», Екатеринбург
преподаватель, Мельбурн, Австралия
Russian state vocational pedagogical university, Yekaterinburg
teacher, Melbourne, Australia
Fominykh.maria12@yandex.ru

НОВЫЕ ПОДХОДЫ К ИЗУЧЕНИЮ ПРОБЛЕМНО-МОДЕЛЬНОГО ОБУЧЕНИЯ

NEW APPROACHES TO STUDYING THE PROBLEM-MODEL TEACHING

Аннотация. Рассматриваются возможности проблемного обучения. Делается акцент на игровое моделирование как эвристический инструмент для исследования соответствующих педагогических явлений, процессов или различных педагогических систем путем построения и изучения их моделей с целью дальнейшего их применения в педагогической практике.

Abstract. The article discusses the possibility of problem-based learning. The emphasis is placed on game modeling as a heuristic tool for the study of the relevant pedagogical phenomena,

processes or different pedagogical systems by building and studying their models for their further application in pedagogical practice.

Ключевые слова: проблемное моделирование, проблемно-модельный подход, проблемно-модельная среда.

Keywords: problem modeling, problem-model approach, problem-model environment.

The problem teaching assumes structure of lesson, which is different from the traditional one and consists of 3 components (which are its stages at the same time): the actualization of the basic knowledge and actions; the assimilation of the new concepts and actions; their usage (formation of knowledge and skills). Such structure of the lesson provides the realization of cognitive, developing and educative functions of teaching.

The problem teaching does not absorb the whole learning process: not every educational material contains the problem knowledge, and not every problem knowledge can be presented in the form of cognitive task or the contradictory statement [1]. When formulating educational problems, it is necessary to be guided by the principle of expediency. On different stages of education (the kindergarten, the school, educational institutions) organization of the problem teaching has its own specificity, which is presented in using the different methods of its realization. In kindergarten and primary school, for instance, problem training can be conducted in the form of a conversation, a story, a children's game; in middle school it can be associated with modeling, design, experiment, programmed learning. In higher education, problem teaching can be conducted in the form of a lecture, simulation and role-playing game ("problem-model teaching" – modeling of activities in a real situation), etc. By using conflict situations or imitating them in a teaching collective, teachers also develop a certain type of "problem education" technique. For instance, the problem-model teaching in higher education is modeling of future professional activity in a real learning situation.

Simulation, in its turn, is the process of exploring objects of cognition on their models; building models of really existing objects and phenomenons (social systems, processes of professional activity, etc.).

Game simulation can be considered as a heuristic tool for the study of the corresponding pedagogical phenomenons, processes or various pedagogical systems by constructing and studying their models for the purpose of their further application in pedagogical practice. Game simulation is carried out through "immersion" in a specific situation, modeled in educational and educational purposes, and assumes the most active position of the students themselves (A. P. Panfilova) [6].

Simulation, in its turn, is due to the fact that any game is a model of life. In accordance with this real life events are modeled, and situations where both positive and negative forms of behavior and interaction can be demonstrated in the business game. The advantage of gaming learning is that negative actions or wrong decisions do not lead to catastrophic consequences for the participants of such training, but at the same time they give experience of relevant experiences and develop skills to overcome the crisis situations provoked by such behavior. Game modeling is based on such important methodological rules as the partnership style of gaming interaction and space-time limitations of the sphere of communication between participants of gaming learning, based on the principle of "here and now". A. P. Panfilova considers modeling in the conventional interpretation – as a process of studying objects of cognition on their models; Building models of real objects and phenomena (social systems, processes of professional activity, etc.) [6].

The following fundamental attributes of methods of game simulation can be noted, while basing on the analysis of a number of studies of game simulation:

- Game simulation imitates one or another aspect of deliberate human activity
- Participants in the game simulation receive a variety of play and professional roles that determine the difference in their interests and incentives in the game
- Game actions are regulated by a system of rules, penalties and rewards
- In the game simulation, the spatial-temporal characteristics of the simulated activity are being transformed
- The majority of business games is conditional
- The regulation of the game interaction process includes following units: conceptual, scenario, stage, stage, analysis block, criticism and reflection, the evaluation unit for the work of the participants in the game and the information providing unit.

The use of modeling in training has two aspects. First, modeling is the content that must be learned by the learners as a result of training, the method of cognition that they need to master. Secondly, modeling is a learning activity and a mean, without which full-fledged problem-model teaching is impossible (L. M. Fridman) [2]. The meaning of modeling is the ability to obtain information about phenomenons occurring in the original, by transferring certain knowledge obtained in the study of the corresponding model to it (T. Y. Osnovina) [5]. The main attributes of game simulation are the imitation of one or another aspect of human activity; participants of the game simulation receive a variety of roles that determine the interests and incentives in the game.

According to the opinion of O. S. Grebenyuk, the problem-model teaching is basing on 2 main principles: a principle of problem and a principle of motivation [3]. The principle of problem begins to appear more in didactic systems. This principle, like any other, reflects the law of some phenomenon. In the practice of teaching a specific dependence is established: if students are faced with the need to solve educational problems, they develop many qualities that characterize the formed individuality and creative personality in the process of solving them (high level of development of intellectual, motivational, and other spheres, initiativity, independence, criticality, etc.). This dependence has a natural character – it always manifests itself when the students are involved in the solution of the problem, in the search for new knowledge in the educational process. It is this provision of the necessary conditions for the manifestation of this regularity that is of practical importance. The answer to the questions how to organize the studying process and how to accomplish it so that there`s not just the assimilation of knowledge, not just mental development, but the development of individuality and personality, gives the principle of problem.

The principle of problem contributes to the resolution of the following contradictions: between the existing level of education, upbringing and development of students and necessary; between the actual level of development of the intellectual (motivational, etc.) sphere and the level of its immediate development [3].

Using the regularities of development and solving the existing contradictions can be done by teacher with the help of demands of the principle of the problem: 1) to identify and to take into account the levels of intellectual development of students; 2) The educational process should be aimed at developing students' creative abilities, cognitive skills and other components of the intellectual sphere; 3) To create problem situations and to solve educational and other problems, taking into account the real educational opportunities of students; 4) to structure the interaction of teachers and students in accordance with the logic of problem-based learning; 5) systematically analyze the impact of pedagogical influences on the development of the intellectual sphere.

Grebenyuk O. S. emphasizes that the conditions for implementing the principle can contribute, first, to the effectiveness of the teacher's activity and, secondly, the success of the students' activity [3].

The next principle is the principle of motivation. Motivation is present in all activities. In the pedagogical aspect, it is necessary not only to take into account the existing level of development of the motivational sphere of students, but also to solve the task of its development. The principle governing the activity of the teacher in this aspect is the principle of motivation. This principle guides the teacher not only on what needs to be formed and what needs to be done for it, but also on how to achieve the proper result, how to encourage active learning activity.

The principle of motivation corresponds to the laws of the unity of knowledge and evaluation activity (the unity of knowledge and attitude), the activity of the subject in the process of reflecting and changing the object. These are laws of the learning process, reflected by the principle of motivation:

- Human`s needs are the source of human activity;
- There is always motivational core in the activity: there is a unity of activity and motivation;
- The behavior and activity of a person is prompted, guided and regulated by motivation;
- The formation of the motivational sphere of the schoolchildren and the functioning of the motivational aspect of the learning process is carried out quite effectively if the interaction of the teacher and students is built in accordance with the motivational basis of the educational activity.

To successfully apply the principle of motivation, like any other principle of didactics, it is necessary not only to know its basic provisions, but the main thing is to be able to apply it in practice, and for this it is necessary to comply with a number of conditions for its implementation [3]:

- To know and to apply diagnostic techniques to identify the level of development of students' motivation;
- When selecting targets, to use for this purpose a specially developed nomenclature of goals;
- To be guided by methodical recommendations on application of means of prompting influence and the analysis of pedagogical activity;
- To have an idea of the motivational basis of the student's learning activity;
- the teacher must learn to solve the following probable pedagogical tasks:

1) to manage the attention of students; 2) to explain the meaning of the forthcoming activity; 3) to update the necessary motivational states; 4) to encourage students to set goals for activity; 5) to ensure successful performance by students of the tasks facing them; 6) to provide students with operational information that supports their confidence in their actions; 7) to evaluate the process and results of pedagogical activity in the development of the motivational sphere.

To sum up, it can be said that, that a problem teaching, in formation and development of which Makhmutov M. I. took a big part, has become increasingly relevant in recent years due to the increasing demands for education. In problem teaching, several types of teaching are distinguished: problem-dialog teaching, problem-specific teaching, problem-algorithmic teaching, problem-context teaching, problem-model teaching, problem-module teaching, problem-computer teaching [4]). For instance,, different types of education have different theoretical bases, so, “including” in this or that kind of training, it is necessary to study this basis, for the best understanding of the type of training, and, accordingly, its effectiveness. Unlike other types of education, it is especially important to form a problem, a fundamental

issue, in a problem-model one; it can be said that this is a central place. The problem, expressed in the form of a fundamental question, must have a generalized character, it can be said, that it must bear an ideological, philosophical, ontological meaning, then the work done on the model can be most effective for the development of students.

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В. Л. Харланов

V. L. Kharlanov

ФГБОУ ВО «Челябинский государственный университет», Челябинск
Chelyabinsk State University, Chelyabinsk
Vharlanov@list.ru

К ВОПРОСУ О ПРЕПОДАВАНИИ РЕЛИГИОВЕДЕНИЯ В ВУЗЕ

ON THE ISSUE OF THE TEACHING OF RELIGIOUS STUDIES IN THE UNIVERSITY

Аннотация. Раскрываются особенности и потенциал религиоведения как учебной дисциплины в формировании общекультурных компетенций студентов и неоднозначность подходов к ее преподаванию.

Abstract. The article reveals the features and potential of religious studies as an academic discipline in the formation of general cultural competencies of students and the ambiguity of approaches to its teaching.

Ключевые слова: религиоведение, профессиональная подготовка, компетенции.

Keywords: religious studies, vocational training, competences.

В учебные планы бакалавриата по многим направлениям подготовки в Российской Федерации в последние годы входит курс религиоведения. Трудоемкость дисциплины сильно варьируется от 1 до 5 зачетных единиц, как и количество часов, отведенных на аудиторную и самостоятельную работу.